

# Four language Skills

## Road Map

- Four language skills
- Listening skill
- How to teach listening skill
- Speaking skill
- How to teach speaking skill
- Reading Skill
- How to teach Reading skill
- Writing skill
- How to teach writing skill
- Activities
- Conclusion

## Four Language Skills

- Listening
- Speaking
- Reading
- Writing

I N P U T	Receptive	Productive	O U T P U T
	Listening	Speaking	
	Reading	Writing	

## Listening Skill

- Listening comprehension is the receptive skill.
- Listening means to understand what we hear.
- Two types of listening
  - Interactive (we have a chance to speak)
  - Calls, discussion and face to face conversation
  - Non-interactive (we don't have a chance to speak)
  - Watching TV and sermons.

## How to Teach Listening

- Beginners should be given more chances for listening.
- Speak slowly and as close to natural speed as possible.
- Using shorter sentences, and the number and length of pauses in your speech
- Reduce distractions and noise.
- Use equipments like TV, radio, tap recorder.
- Repeat or play the text twice or thrice.
- Give them a listening task as home task listening news.

## Speaking Skill

- Speaking is the productive skill.
- There are three kinds of speaking
  - interactive, ( discussion, dialogue)
  - partially interactive ( Lecture )
  - non-interactive (Sermons and Speeches)



## How to teach Speaking

- Communicative teaching
- Mistakes should be welcome
- Actions with Speaking
- Activities imitating, answering verbal cues, interactive conversation, oral presentation
- Content of speaking should be practical and useable in real life.
- Provide appropriate feedback, but don't interrupt communication.
- Address both interactive fluency and accuracy.
- Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way')

## Reading Skill

- Reading is the receptive skill in the written mode.
- It can develop independently of listening and speaking skills
- Reading can help build vocabulary that helps listening comprehension.

## How to Teaching Reading

- For beginners reading text should be simple in terms of grammar and vocabulary.
- The text should be relevant to the context, real life and background knowledge of reader.
- Use reading strategies prediction, Guessing from the context, skimming and scanning.
- Silent Reading vs. Reading Aloud
  - Reading aloud improve pronunciation and silent reading focus comprehension.

## Writing Skill

- Writing is the productive skill in the written mode.
- It, too, is more complicated , seems to be the hardest of the skills.
- It involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.
- Good writing conveys a meaningful message .
- Free writing Vs process writing
  - Free for collecting ideas and process for polishing writing piece.

## How to Teach Writing

- Copying text word for word
- Writing what you dictate
- Imitating a model
- Filling in blanks in sentences or paragraphs
- Taking a paragraph and transforming certain language, for example changing all verbs and time references to past tense
- Summarizing a story text, video, or listening clip.

## Activities

- |              |           |
|--------------|-----------|
| ▪ Group No 1 | Reading   |
| ▪ Group No 2 | Listening |
| ▪ Group No 3 | writing   |
| ▪ Group No 4 | Speaking  |



## Conclusion

- All four skills support each other since, they are interconnected therefore, cannot be taught independently Listening and reading both rely on input from an outside source and require knowledge of the language, background knowledge, and comprehension skills.
- The productive skills of writing and speaking are more complex as they necessitate taking knowledge of a language a step further to actually produce new language.

## Food for thought

- All four skills facilitate language learning. Language learning is like learning swimming. You cannot teach swimming to someone by sitting at the bank of river and giving lecture. For this purpose you will have jump in the river. In the same way, language cannot be learned by just cramming the rules of grammar or lecture. It can be learn through conversation and discussion.

## References

- <http://writing.colostate.edu/guides/teaching/esl/writing.cfm>
- <http://www.sil.org/lingualinks/languagelearning/otherresources/guidelinesforlanguagelearning/Program/FourBasicLanguageSkills.htm>
- <http://www.ne.jp/asahi/efl/2ndsc/4skills.html>



Thank You



## Interview Skills

### What is an Interview?

An interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee.

## Types of interviews

- Interviews can be classified according to :
- Form
- Function

## Types of Interview according to Form

1. Individual/ One on One Interviews
2. Group Interviews
3. Panel Interviews
4. Telephone Interviews
5. Video Conferencing
6. The Auditions

## One on One Interview

- The most common interview format is the one-on-one (or face-to-face). This interview is traditionally conducted by a direct supervisor and is often the last step in a series of interviews. The interviewer may or may not be experienced in conducting interviews and, depending on personality and experience, the interview may be directive following a clear agenda, or non-directive relying on you to lead the discussion as you answer open-ended questions.
- You will likely be asked a variety of interview questions, so be familiar with all of the different types of questions so that you can adjust your answers appropriately.
- It is important to be thoroughly prepared – know the job and know yourself.

## Group Interviews

- A group interview occurs when several candidates for a position are interviewed simultaneously. Candidates may also be asked to solve a problem together which allows interviewers to assess candidate's skills in action (e.g. teamwork).
- Regardless of how you may feel about any member of the group, treat everyone with respect, and avoid power struggles which make you appear uncooperative.
- Be aware that all interactions are being observed; don't let down your guard or lose your perspective.



## Panel Interview

- A panel interview is conducted by two or more interviewers and is designed to reduce individual interviewer bias. One member of the panel may ask all of the questions or individual panel member may take turns.
- Make eye contact with the person asking the questions, but also to give every member on the panel your attention, regardless of if they ask any questions at all – treat them all with equal importance.
- Be prepared to extend more energy in this setting, as you need to be alert and responding to more people.

## Telephone Interviews

- Telephone interviews are often used to screen candidates in order to narrow the pool of applicants who will be invited for in-person interviews- and is a good way to minimize travel expenses! They can be challenging because you aren't able to rely on nonverbal communication or body language. You should prepare for this type of interview just as you would for a regular interview.
- Have your resume, organization information, points that you want to highlight, and list of questions you may want to ask in front of you - and have a short list of your accomplishments prepared to discuss.

## Conti...

- Although you're not required to dress up, you may find that it's easier to get into the 'interview mindset' and feel more confident when dressed professionally.
- Provide short answers that make interchange easier on the phone; do not interrupt the interviewer.

## Video Conferencing

- Video conferencing is typically used to conduct interviews using video technology from a distance. The same interview strategies you would use if you were meeting in person apply - clothing, body language, and dialogue are important.
- Depending on the sophistication of the technology, you may experience short transmission delays so be sure to take that into account when you are interacting with the interviewer.

### Conti...

- Make eye contact with the camera, which, to the employer, appears as direct "eye contact."
- Check the monitor periodically to observe the interviewer's body language.

### The Auditions

Such Interviews include the demonstration of the abilities of candidates through some act or exercise before recruiters make some decision.

Do not try to over do something.

Never cross the limits.



## Top-10 tips for a successful job interview

- **Dress for success.** Professional business clothes are always appropriate, regardless of the type of job you are interviewing for. Proper hygiene and a tidy appearance are important. Iron your clothes if you can, and avoid strong perfumes or colognes.
- **Be there on time.** Try to arrive 5 or 10 minutes early to be safe. Find out ahead of time where you're going and how long it will take to get there. Drive or travel the route a day or two ahead, at the same time of day as you will on the day of the interview. Confirm how often the buses run. Have a back-up plan

## Conti...

- **Let your personality shine.** If you're excited about the job, don't be afraid to show it. Employers want passionate employees, so be yourself. Just remember to always keep it professional.
- **Be confident.** Feeling nervous in an interview is perfectly normal; just don't let your nerves overpower your interview. Eye contact and a calm, clear speaking voice are excellent ways to show your confidence

## Conti...

- **Watch your body language.** During your interview, relax and sit naturally, but don't slouch in your chair or lean on the interviewer's desk. Avoid chewing gum, or fidgeting with jewelry or your hair.
- **Be professional.** This begins with a smile and a firm handshake. Remember, this is your first introduction to the organization, so be polite to everyone you meet and turn off your cell phone

## Conti...

- **Listen and ask for clarification, if you need it.** Remember to listen carefully to the interview questions so that you actually answer the question, and never interrupt. If you don't understand something, don't be afraid to ask for clarification.
- **Let them know what you have to offer.** When answering the questions, let the employer see what you have to offer their organization. Talk about your past experiences and accomplishments without bragging, and tie those experiences to how they can help you contribute to their organization

### Conti...

- **Think before you speak.** Although you want to be open and honest in your interview, avoid talking about your personal or financial problems.
- **Don't linger.** Leave as soon as the interview is over, making sure you don't linger. Shake the interviewer's hand again, restate your interest in working for the organization, and thank them for the interview.

### Types according to Function

- Behavioural
- Situational



## Behavioral/Situational

### Behavioral (Past Experience)

- **Situation**
  - Describe a situation you encountered
- **Task**
  - Describe task(s) you completed
- **Action**
  - Describe the action you took
- **Result**
  - What was the result?

### Situational (What would you do if)

- **Situation**
  - Describe a potential situation
- **Task**
  - Describe tasks you would complete
- **Action**
  - Describe the action you would take
- **Result**
  - What would be the potential result?

# LISTENING SKILLS

1

## Listening

- ❖ Listening is the most important communication skill
- ❖ We probably spend more time using our Listening Skills than any other kind of skill
- ❖ Like other skills, Listening takes practice
- ❖ Real Listening is an active process
- ❖ Listening requires attention



# Effective Listening

Effective Listening is the process of analyzing sounds, organizing them into recognizable patterns, interpreting the patterns and understanding the message by inferring the meaning

Many of the problems we experience with people in our daily lives are primarily attributable to ineffective listening or lack of listening

3

# Listening Comes First

The First and the foremost communication skill that we learn in our lives is nothing but "LISTENING"



4



# Listening is not Hearing

## ACCORDING TO THE ELMHURST COLLEGE LEARNING CENTER:

Listening and hearing are not the same. Hearing is the first stage of listening. Hearing occurs when our ears pick up sound waves which are then transported to our brain. This stage is our sense of hearing.

Listening is a communication process and, to be successful, is an active process. In other words, we must be an active participant in this communication process. In active listening, meaning and evaluation of a message must take place before a listener can respond to a speaker. Therefore, the listener is actively working while the speaker is talking.

How can this happen? It is simple. Our thought speed is much faster than our speech speed. But be careful! Don't allow the thought speed to race into daydreaming. This habit will defeat our attempt to become an active listener.

5

## BASIC COMMUNICATION SKILLS PROFILE

Communication	Order Learnt	Extent Used	Extent Taught
Listening	First	First	Fourth
Speaking	Second	Second	Third
Reading	Third	Third	Second
Writing	Fourth	Fourth	First

6

## FALLACIES ABOUT LISTENING

- Listening is not my problem!
- Listening and hearing are the same
- Good readers are good listeners
- Smarter people are better listeners
- Listening improves with age
- Listening skills are difficult to learn

7

## Objectives of Listening

- ❖ To learn
- ❖ To increase one's understanding
- ❖ To advise or counsel
- ❖ To relieve one's boredom  
(listening to music)



# Research Findings

## One quarter of our waking time is spent in listening

Research shows that at the workplace, on an average, personnel spend about:

- 32.7 percent of their time listening
- 25.8 percent of their time speaking
- 22.6 percent of their time writing



Effective Listening is the most crucial skill for becoming a successful manager. It requires paying attention, interpreting and remembering sound stimuli.

9

# Importance of Listening

- Communication is not complete without effective listening
- An attentive listener stimulates better speaking by the speaker
- A good listener learns more than an indifferent listener
- A good listener can restructure vague speaking in a way that produces clearer meaning
- A good listener learns to detect prejudices, assumptions and attitudes

10



# Real Listening

Real listening has three basic steps:

- Hearing Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.
- Understanding The next part of listening happens when you take what you have heard and understand it in your own way. Let's go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, "Maybe this means that the pattern of stripes is different for each zebra."
- Judging After you are sure that you have understood what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, "How could the stripes be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable."

11

# Active Listening Process

STEPS:

- **Hearing**
- **Filtering**
- **Comprehending**
- **Remembering**
- **Responding**



12

## **HEARING**

Hearing is the first essential step in the listening process and relates to the sensory perception of sound. The listener further processes the perceived sound. For learning to be effective, hearing needs to be done with attentiveness and concentration.

## **FILTERING**

The next step involves sensing and filtering of heard sounds. The heard message is categorized as wanted or unwanted. The unwanted message is discarded. The sense of judgement of the individual comes into play, that is, the filtering process is subjective and a person chooses to retain what makes sense to him.

13

## **COMPREHENDING**

The listener understands what the speaker has tried to convey. This activity can be described as absorbing, grasping or assimilating. The listener uses his knowledge, experience, perception and cognitive power.

## **REMEMBERING**

The assimilated message is stored in memory to facilitate future recall.

## **RESPONDING**

Responding to a message takes place at the end of the communication, immediately after or later, to show that the message is being received and comprehended.

14

# Types of Listening

DISCRIMINATIVE LISTENING – It involves identifying the difference between various sounds. It also enables one to differentiate between familiar and unfamiliar language.

COMPREHENSION LISTENING – It involves attaching meaning to what is being listened to. It may also include comprehending the non verbal messages being conveyed by the speaker.

EVALUATIVE LISTENING – It involves evaluating and analyzing the message being received. It involves judging the acceptability of what is said depending on how logical one finds it to be.

15

# Types of Listening

ATTENTIVE LISTENING – It involves paying attention to the words that are being spoken.

PRETENCE LISTENING – It involves more hearing than listening. It means pretending through facial expressions that one is listening when actually one is not.

SELECTIVE LISTENING – It involves selecting the desired part of the message and ignoring the undesired part of the message.

INTUITIVE LISTENING – It means listening through the intuitive mind by silencing the other forms of internal dialogues going on simultaneously.

16



## Barriers to Effective Listening

- **Physical Barriers**
- **People – Related Barriers**
  - Physiological Barriers
  - Psychological Barriers

17

## Physical Barriers

- Noise
- Poor acoustics
- Defective mechanical devices
- Frequent interruptions
- Uncomfortable seating arrangements
- Uncomfortable environment
- Message overload

18

## Physiological Barriers

- State of Health – State of health of the listener and the speaker affects the listening ability. Fever, pain or any other form of bodily discomfort makes it difficult for a person to listen or speak comfortably.
- Disability – Hearing deficiencies may lead to poor listening. Similarly, speech disorders of the speaker may make a speech incoherent to the listener. Speaker's accent may also make it difficult for the listener to comprehend.
- Wandering attention – Human mind can process words at the rate of about 500 per minute, whereas a speaker speaks at the rate of about 150 per minute. The difference between the two leaves the listener with sufficient time to let his mind wander.

19

## Psychological Barriers

- Being unsure of the speaker's ability – Based on past experience or inputs from sources, the listener may have a preconceived notion of the speaker's ability. He may perceive the speaker to not be well informed, or to be lacking in depth and ability. Hence the listener will not listen to what the speaker has to say.
- Personal anxiety – Sometimes the listener is preoccupied with personal concerns and anxieties. This makes it difficult to perceive what is being said by the speaker.
- Attitude – The listener may be highly egocentric with a "know it all attitude" and may not listen as he feels that he already knows what the listener has to say.

20

## Psychological Barriers

- Impatience – The listener may not have patience to wait for the other person to finish what he has to say. He may be intolerant or may be eager to add his own points to the discussion. As a result, his desire to speak overcomes his desire to listen, thus acting as a barrier.
- Emotional blocks – Our deep seated beliefs in certain ideas may make it difficult for us to listen to ideas which go against our belief. We may hear such an idea wrongly or it may get distorted in our mind to match our perception or we may completely block it off by not listening to it. Many a time, we block something off completely because of painful memories associated with it.

21

## Tips for being a Good Listener

- Give your full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.
- Make sure your mind is focused. It can be easy to let your mind wander if you think you know what the person is going to say next, but you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.
- Let the speaker finish before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.

22



• Let yourself finish listening before you begin to speak! You can't really listen if you are busy thinking about what you want to say next.

• Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."

• Ask questions. If you are not sure you understood what the speaker has said, just ask. For example, you might say, "When you said that no two zebras are alike, did you mean that the stripes are different on each one?"

23

• Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that you understand. At appropriate points you may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, you listen with your face as well as your ears!

24

## Reading

### Reading

"Reading is a process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated sources of information" (Stanley, 2007)

**\*Reading is the most important skill in English language from other language skills in acquiring language. if students are good in reading, they will be good in other language skills (writing, speaking, and listening).For this reason teachers of English language should focus on this skill.**

### **Reasons for Reading**

- ✓ Students' career.
- ✓ Language acquisition.
- ✓ Students' vocabulary knowledge.
- ✓ Modelig English writing.
- ✓ Introduce topics.
- ✓ Stimulate discussions.



- \*- Students hate to read, they only read the required textbook in order to be able to set for the achievement routine exams.
- \*- students lacked motivation to read, even if they read, they show negative attitudes
- \*- For most of the learners, reading is an extremely difficult task that requires integrated body of skills, which also does not get easier with the passage of time and the accumulation of experience

**Reasons why students don't understand text reading:-**

**Different kinds of readings**

- Extensive { Reading which students often do.
- Intensive { Consists of detailed focus on the construction of reading texts.

## **Strategies for Reading**

**\* Reading strategies are defined as the mental operations involved when readers approach a text effectively and make sense of what they read.**

**The stages and strategies of reading that teachers should promote for their students are**

- pre-reading**
- while reading**
- post-reading stages**

**They are very important when teaching any reading text. Each of these stages has its own characteristics, although they are related to one another. That is, the pre-reading stage leads to the while-reading stage and finally to the post-reading one. These stages make the student understand and comprehend text reading.**

### **Pre-reading strategies**

- Teachers in order to enable their students to understand a reading text, without their looking up every single word, teachers, should employ the pre-reading stage, as it is important in building confidence and creating security within the learners before they approach a reading text.
- The pre-reading stage also helps to make the next stages of reading more easily adaptable for the reader

### **This stage includes some activities for example**

- Activate prior knowledge
- Set a purpose/focus
- Identify authors purpose/audience
- Preview (formulate hypothesis about the context, use titles, illustrations, headings)
- Pose questions
- Make predictions
- Get an idea of texts' organization/genre
- Vocabulary review
- Mind mapping
- Skim
- Brainstorm



## **2- during- reading stages:-**

The reading activities of while-reading stage help to encourage critical thinking of students and increase comprehension and easy retention.

**This stage includes some activities for example**

- Read silently
- Re-read
- Read aloud
- Check predictions
- Clarify/verify comprehension
- Monitor/Adjust comprehension
- Analyze
- Guess
- Find answers
- Word associations and grouping
- Use context clues: semantic, syntactic, picture
- Use phonetic cues: sound patterns, affixes, word roots, word chunk, word division
- Dictionary use

## **3 Post reading strategies**

To check the students' comprehension and retention of the information of a text that they have already tackled, teachers should employ the last stage-the post-reading stage.

**This stage includes some activities for example**

- **\*Summarize/ paraphrase**
- **Reflect on what has been learned**
- **Find relationships/mapping**
- **Associate new information with old**
- **Seek feedback**
- **Interpret text**
- **Make connections**
- **Confirm predictions**
- **Journals**
- **Reading logs**
- **Note-taking**

**Reading stages and strategies promoted by English teachers**

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
<b>Pre-reading</b>	<ul style="list-style-type: none"> <li>- Activate prior knowledge</li> <li>- Set a purpose/focus</li> <li>- Preview (formulate hypothesis about the content, use titles, illustrations, headings)</li> <li>- Pose questions</li> <li>- Make predictions</li> <li>- Vocabulary review</li> <li>- Brainstorm</li> </ul>	<ul style="list-style-type: none"> <li>- Set a purpose/focus</li> </ul>	<ul style="list-style-type: none"> <li>- use titles</li> <li>- Pose questions</li> </ul>	<ul style="list-style-type: none"> <li>- Activate prior knowledge</li> <li>- Set a purpose/focus</li> <li>- Preview (formulate hypothesis about the content, use titles, illustrations, headings)</li> <li>- Pose questions</li> <li>- mind mapping</li> <li>- Vocabulary review</li> <li>- Brainstorm</li> </ul>
<b>While-reading</b>	<ul style="list-style-type: none"> <li>- read silently</li> <li>- Clarify/verify comprehension</li> <li>- Find answers</li> <li>- Use context clues: semantic, syntactic, picture</li> <li>- Inferring</li> <li>- Connect text to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- read silently</li> <li>- Clarify/verify comprehension</li> <li>- Monitor/Adjust comprehension</li> <li>- Analyze</li> <li>- Find answers</li> <li>- Use context clues: semantic, syntactic, picture</li> <li>- Inferring</li> <li>- Identifying difficult words</li> </ul>	<ul style="list-style-type: none"> <li>- Read silently</li> <li>- Clarify/verify comprehension</li> <li>- Monitor/Adjust comprehension</li> <li>- Find answers</li> <li>- Use context clues: semantic, syntactic, picture</li> <li>- Connect text to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Read silently</li> <li>- Check predictions</li> <li>- Clarify/verify comprehension</li> <li>- Monitor/Adjust comprehension</li> <li>- Find answers</li> <li>- Word associations and grouping</li> <li>- Use context clues: semantic, syntactic, picture</li> <li>- Use phonetic clues: sound patterns</li> <li>- Connect text to background knowledge</li> </ul>
<b>Post-reading</b>	<ul style="list-style-type: none"> <li>- Summarize/ paraphrase</li> <li>- Reflect on what has been learned</li> <li>- Seek feedback</li> <li>- Evaluate</li> <li>- Clarify</li> <li>- Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Discussions</li> </ul>		<ul style="list-style-type: none"> <li>- Summarize</li> <li>- Reflect on what has been learned</li> <li>- Find relationships/ mapping</li> <li>- Seek feedback</li> <li>- confirm predictions</li> <li>- draw conclusions</li> <li>- Discussions</li> </ul>

**\* READING TECHNIQUES/SUBKINDS**  
**for Intensive Reading**

**Scanning**

- rapid reading assisted by key words to locate specific pieces of info
- for research, review
- gets info that answer what, who, where, when, how

**Ex.** looking for a word meaning in the dictionary, getting a docu from the filing cabinet, looking through the yellow pages

**2. Skimming**

- rapid reading focusing on the **TITLE, HEADINGS, TOPIC SENTENCE, SIGN POSTS** to get the main idea
- effective preliminary step to reading thoroughly because after skimming, you can quickly go back to details you need to read entirely